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MODERN APPROACHES TO TEACHING STUDENTS IN SMALL GROUPS AT THE DEPARTMENT OF NERVOUS DISEASES AND FOLK MEDICINE AT TSSI

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Annotation: The main goal of higher medical professional education is the preparation of qualified, competitive young professionals. To date, the development of medical students as professionals depends on many requirements, the main of which are initiative, the formation of personal independence, as well as the presence of a creative approach to education.

Key words: neurology, small group classes, TSSI

To date, active forms of education, the methodology of the business game, the research activities of students are becoming relevant in the educational process. All forms of training, when properly used, lead to a more perfect professional and moral formation of future specialists.

Improving the content of higher professional education programs with the help of an appropriate approach, optimizing the system and methods of organizing the educational and educational process, adequate assessment and rethinking of the learning outcome is the basis of learning [1].

The education of students in medical universities is the main and most important condition for the formation of the personality of a future doctor and the training of a qualified specialist [1, 2].

The successful development of a higher medical school is impossible without a constant active search for completely new directions and methods that allow the most qualitative improvement and optimization of the learning process [1].

In pedagogical scientific research, the question of the basic characteristics of a modern student of a higher educational institution is defined (according to A. Maslow) as:

- the desire of the graduate to realize himself as a professional, which encourages him to form certain goals, which, in turn, leads to the search and development of new skills and competencies;

- a combination of autonomy and subjectivism with teamwork and collectivism;

- the ability to cooperate, work in a team, maintain and create a creative atmosphere;

- maximum responsibility;

- ability to self-learning;

- a formed basis of moral values based on social goals and ethics;

- the desire for improvement and progress, which are based on a fundamental analysis of the present and its contradictions, which allows you to respond in a timely manner to external conditions and modernize them [2, 3].

Classes at the departments contribute to the development of the student as a professional, his autonomy, independence and organization, the development of the ability to practice taking into account internal and external tasks, as well as

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to critically evaluate himself.

One of the main goals of the educational and upbringing process is the creation of sustainable humanistic relations, the formation of which is favored by collective project activities among students. This contributes to cooperation on the basis of professional and corporate ethics, social culture.

A comfortable psychological environment during collective project work determines the positive mood of the student, his relationship with fellow students, teachers and, of course, with patients [3, 4].

In the process of learning, a medical student must actively interact in real conditions with patients suffering from various neurological diseases. Such interaction has a positive impact on the formation of skills for collecting, analyzing and summarizing the data received. In the process of teaching the discipline, great attention is paid to mastering the list of necessary practical skills and the formation of clinical thinking with the aim of an adequate diagnostic search [5]. This contributes to:

- the development of practical skills in examining a neurological patient, the formation of the skill of identifying pathological signs and determining their significance in order to clarify the nature of the pathological process and its localization;

- training in the correct interpretation of the results obtained using various research methods (instrumental, electroneurophysiological , neuroimaging , etc.);

- the development of clinical thinking, which underlies the understanding of the formation of various processes, will help explain pathological conditions, help make the correct diagnosis and select adequate methods of therapy, rehabilitation, and prevention of diseases of the nervous system [2, 4].

The content of the training, the features of the studied material depend primarily on the demand for specialists in various specialties and in the future, the likely change in the model of a specialist in this profile.

At the Department of Nervous Diseases. Traditional Medicine" at TSSI during the educational process, a wide variety of methods of mastering knowledge are widely used: both traditionally used and active technologies. An important link in teaching at the department is modern computer technology, which today is becoming a necessary part of the learning process. Multimedia resources help students, during self-preparation for the lesson, to study not only oral material or literature, but also to visually master the methods of conducting neurological and instrumental examinations, the methods of various diagnostic tests, a complex of therapeutic and preventive measures in patients with certain neurological symptoms.

Among the modern teaching methods at the Department of Nervous Diseases. Traditional medicine" at TSSI is the most common and deserves attention "Teaching in collaboration" - training in small groups, which ensures the achievement of high academic results, a more responsible and attentive attitude of students to each other than training in large groups [4,3].

During the learning process in small groups in the department, the student needs to understand how and where he can use the acquired knowledge to solve certain professional problems, and to argue in favor of his decision. He must conduct a detailed analysis and explore different points of view and approaches to solving the problem situation, actively working with the available information in the group. In the course of independent observations, practical and theoretical activities, experimental and clinical work, he needs to determine and form his own knowledge about the clinical picture, symptom complexes, methods of diagnosis and verification of the diagnosis, treatment, disease prevention or rehabilitation of the patient as part of a small group . At the same time, new knowledge becomes his own base, on which he will impose real experience in the process of independent professional activity. This method forms scientific thinking, thus being an important tool of pedagogy. Education in small groups contributes to the

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development of joint activities of students in various situations, the formation of their professional skills, the development of communicative and intellectual thinking skills. Students acquire teamwork skills [1]. The advantages of learning in small groups is based on the principles of interaction in the group, interdependence, participation of each member of the group [5].

The second important element of this method is individual and collective responsibility. The groups involved in the learning process are characterized by two levels of responsibility: the group is responsible for achieving the goal set for it and each member of the group is responsible for his part of the work, which means that no one will remain uninvolved [3].

The third feature of this technique is teaching students to communicate closely with each other, preference is given to personal contacts. Students perform specific work together, they are interested in their own success and the success of their group mates, they stimulate and support each other. In the process of joint learning, the performance of all group members increases.

The organization of joint work constitutes the fourth stage of learning in cooperation. It includes the maintenance of normal working relations, the timely resolution of conflicts, the possibility and ways to achieve the goals facing the team.

Practical classes with the use of active forms of learning are often held in the course of neurology and neurostomatology . Students are presented with a specific clinical situation, and various ways and means of solving it are discussed. This creates a competitive atmosphere.

When forming groups, the teacher should be an adviser and consultant in order to properly organize the work of students. Groups can be formed by the leader, at the request of the students themselves, the results of the draw [3, 1]. For fruitful work and ease of communication, a group of 3-4 people is considered optimal, which allows everyone to actively participate in the work [2]. It is also necessary that the group be heterogeneous in terms of knowledge, then weak students are pulled up to the level of average students, and this, in turn, stimulates the learning process of medium and strong students.

The members of the group are one team, have common goals, strive to achieve them and achieve the maximum possible success in their studies. The teacher, in turn, must properly organize the work in groups in order to avoid mistakes, for example, excessive passivity, or excessive activity of individual students. Incorrect distribution of responsibilities in a group can lead to the performance of the entire amount of work by one team member - the leader, the exclusion of other group members from activities [1, 4].

Each subgroup needs to solve a situational task, which is a clinical situation with a description of complaints, conditions and a description of the progression of clinical symptoms, the dynamics of the patient's condition, and data from an objective neurological examination. The subgroup needs to establish and substantiate a preliminary diagnosis, conduct a differential diagnosis, determine the tactics of the doctor's further actions in this particular case. Upon completion of the analysis, the participant of each of the subgroups makes a report on the results of the work. The teacher leads a discussion with students, summarizes and sums up the discussion.

An important component of the process of improving the quality of assimilation of the curriculum and skills is the research work of students. Particular attention is paid to the quality and scope of scientific research carried out by students independently and in small groups.

This mainly concerns writing abstracts and review articles.

The results of studying students in small groups are much higher than in large groups, since the members of a small group help each other, bear collective responsibility for the results of the activities of individual members of the group.

Thus, during classes in small groups, the competencies of students necessary for practical activities are formed, preparation for medical practice is carried out. All this contributes to the realization of one's strengths, the ability to assert oneself, to show one's own initiative. This

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method of teaching allows you to interest the student, involve him in the educational process, thereby contributing to his further professional development.

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